

SOCIAL MATURITY OF PROSPECTIVE TEACHERS IN RELATION TO THEIR RISK TAKING BEHAVIOUR

J. JOHNSI PRIYA

Assistant Professor in Education,
Meston College of Education, Chennai, India.

A. S. ARUL LAWRENCE

Assistant Professor,
School of Education,
Tami Nadu Open University, Chennai, India.

Introduction

Education develops the individual like a flower which distributes its fragrance all over the aspects of his/her life. Education provides mature person to the society. Mature person means a person who is adjusted to environment easily or a person who makes adjustment with environment easily. If a person is taking an active and cooperative part in his social group then he is mature. If for some reasons he is not ready to act, feel and think in a way appropriate according to his stage of physical and mental development, than he is an immature person. Maturity implies a satisfactory fulfillment of one's potentialities. This means developing and issuing one's physical and mental abilities to the fullest extent. Maturity is the complete change in an individual which assist him to reach at the stage of functional readiness. The development of matured behaviour of an individual to his environment in which other people of society are involved can also be termed as social maturity.

Social Maturity is a term commonly used in two ways like, with respect to the behaviour that is appropriate to the age of the individual under observation and secondly the behaviour that conforms to the standard and expectations of the adults. Thus Social Maturity permits more detailed perception of the social environment which helps adolescents to influence the social circumstances and develop stable patterns of social behaviour (Kumar & Ritu, 2013). Social maturity is the level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. It is a measure of the development competence of an individual with regard to interpersonal relations, behaviour appropriateness, social problem solving and judgement. Thus social maturity means attaining maturity in social relationships that is to establish good relations with family, neighbours, friends, playmates, class-fellows, teachers and

other members of the society for making and keeping friends. A person having a quality of friendliness and adjustable nature is considered a socially mature person (Gupta, 2014).

The observation on the behavior of adults with or without socially maturity is revealed that they seem to take risks frequently in their life when there is a real demand. Developmental theories of risk taking must account for two distinct trajectories observed in real-world behavior. At first, risk taking increases sharply from childhood to adolescence. Second, risk taking steadily declines from late adolescence through the early adult years. Risky behaviours will affect adult by disrupting their normal development or prevent them from participating in typical experiences for their age group (Albert & Steinberg, 2011). High-risk behaviours can significantly impact the lives of adults and those around them. But healthy risk-taking is a positive tool in an adult's life for discovering, developing, and consolidating his or her identity. Healthy risks – often understood as challenges – can turn unhealthy risks in a more positive direction, or prevent them from ever taking place to begin with (Ponton, 1997). Hence, the investigators have made an attempt to study the social maturity and risk taking behaviour of the prospective teachers.

Significance of the Study

Students are the future pillars of the nation. They are expected to perform a multi-dimensional role. They should possess the qualities needed for the effective performance of the role. Education should spell out the kinds of desirable changes needed by the society and how these changes are to be brought among the students. For this, education should become the integral part of social development. When education assumes this responsibility and provides adequate knowledge on various issues of the society, students' cognitive and social development will grow more and more by adapting to the changing society and in turn, they flourish as a socially matured person. In that way, education should help the students to develop the ability to face social problems according to the changing nature of the social environment. It is the nature of the society that each and every individual, especially adults need to face many challenges in their life as well as in the society. As they are forced to face many challenges of the society, they may need to take risk based on the problem that they are confronted with. It is seen obviously in the society that the adults take many risks as it is a demand at this stage in their life. If they are socially mature, then they can take risk by knowing its consequences. Hence, the investigators made an attempt to study the title given below.

Title of the Study

Social Maturity of Prospective Teachers in relation to their Risk Taking Behaviour.

Operational Definition of the Key Terms

- ***Social Maturity*** refers to attaining maturity in social relationships that is to establish good relations with family, neighbours, friends, playmates, class-fellows, teachers and other members of the society for making and keeping friends. A person having a quality of friendliness and adjustable nature is considered a socially mature person.
- ***Risk taking Behaviour*** is an activity or fact of doing something which involves increased risk, unsafe, chances of injury or harm in order to achieve a goal of the individual.
- ***Prospective Teachers:*** Student teachers those who are enrolled themselves in the Bachelor of Education degree under Tamil Nadu Teachers Education University are considered here as prospective teachers.

Objectives of the Study

The present study aims at the following objectives

- To explore the differences in social maturity of prospective teachers owing to difference in gender, locality, type of family, birth order, type of management and nature of school.
- To explore the differences in risk taking behaviour of prospective teachers owing to difference in gender, locality, type of family, birth order, type of management and nature of school.
- To investigate the relationship between social maturity and risk taking behaviour of the prospective teachers.

Hypotheses

- There is no significant difference between prospective male and female teachers in their social maturity and risk taking behaviour.
- There is no significant difference between rural and urban prospective teachers in their social maturity and risk taking behaviour.

- There is no significant difference between prospective teachers from nuclear and joint family in their social maturity and risk taking behaviour.
- There is no significant difference between among first born, middle born and last born prospective teachers in their social maturity and risk taking behaviour.
- There is no significant difference among prospective teachers studying in government, government aided and self-finance in their social maturity and risk taking behaviour.
- There is no significant difference among prospective teachers studying in boys', girls' and co-education colleges in their social maturity and risk taking behaviour.
- There is no significant relationship between social maturity and risk taking behaviour of the prospective teachers.

Methods and Procedures

Survey method of research has been used in the present study. Using the simple random sampling technique, 300 prospective teachers (141 male and 159 female) were selected from different colleges of education of Chennai district. The data were collected from the prospective teachers by using the tools namely (i) Social Maturity Scale by Nalini Roa (1971) and (ii) Risk Taking Behaviour Inventory by Anbalagan and Annaraja (2008). The collected data were scored according to the scoring scheme and the score were tabulated for the data analysis. Mean, standard deviation, 't' test, one-way ANOVA and Karl Pearson's product moment correlation were used to analyze the data with the help of SPSS (Version 17.0). The analysed data were tabulated and tested with hypothesis as below.

Hypothesis Testing

H₀₁: There is no significant difference between prospective male and female teachers in their Social maturity and risk taking behaviour.

Table – 1 showing the significant difference between prospective male and female teachers in their Social Maturity and Risk Taking Behaviour

Variables	Male (N = 141)		Female (N = 159)		't' – Value
	Mean	SD	Mean	SD	
Social Maturity	201.53	25.553	182.13	20.939	7.222**
Risk Taking Behaviour	47.13	8.740	40.13	5.974	8.177**

*** - Significant at 0.01 level*

It is evident from the above table that there is a significant difference between prospective male and female teachers in their social maturity and risk taking behaviour. It is observed that the male teachers are found to be higher than the female teachers in their social maturity and risk taking behaviour. Hence, the formulated hypothesis “There is no significant difference between prospective male and female teachers in their social maturity and risk taking behaviour.” is rejected.

H₀₂: There is no significant difference between rural and urban prospective teachers in their Social maturity and risk taking behaviour.

Table – 2 showing the significant difference between rural and urban prospective teachers in their Social Maturity and Risk Taking Behaviour

Variables	Rural (N = 157)		Urban (N = 143)		‘t’ – Value
	Mean	SD	Mean	SD	
Social Maturity	187.95	23.695	194.87	26.221	2.403*
Risk Taking Behaviour	42.80	8.095	44.11	8.241	1.394

**-Significant at 0.05 level*

It is evident from the above table that there is a significant difference between rural and urban prospective teachers in their social maturity but there is no significant difference between rural and urban prospective teachers in their risk taking behaviour. It is observed that the urban prospective teachers are found to be higher than the rural prospective teachers in their social maturity and risk taking behaviour. Hence, the formulated hypothesis “There is no significant difference between rural and urban prospective teachers in their social maturity.” is rejected but it is accepted for risk taking behaviour.

H₀₃: There is no significant difference between prospective teachers from nuclear and joint family in their Social maturity and risk taking behaviour.

Table – 3 showing the significant difference between students from nuclear and joint family in their Social Maturity and Risk Taking Behaviour

Variables	Nuclear (N = 187)		Joint (N = 113)		‘t’ – Value
	Mean	SD	Mean	SD	
Social Maturity	184.95	20.400	201.68	28.611	5.896**
Risk Taking Behaviour	41.91	7.571	45.92	8.560	4.225**

** *-Significant at 0.01 level*

It is evident from the above table that there is a significant difference between prospective teachers from nuclear and joint family in their social maturity and risk taking behaviour. It is observed that the prospective teachers from joint family are found to be higher than the prospective teachers from nuclear family in their social maturity and risk taking behaviour. Hence, the formulated hypothesis “There is no significant difference between prospective teachers from nuclear and joint family in their social maturity and risk taking behaviour.” is rejected.

H₀₄: There is no significant difference among first born, middle born and last born prospective teachers in their Social maturity and risk taking behaviour.

Table – 4 showing the significant difference among first born, middle born and last born prospective teachers in their Social Maturity and Risk Taking Behaviour

Variables	Birth Order						F-value	Groups differed significantly
	First Born (N = 128) (1)		Middle born (N = 96) (2)		Last Born (N = 76) (3)			
	Mean	SD	Mean	SD	Mean	SD		
Social Maturity	200.49	25.837	182.18	22.114	187.14	22.350	17.709* *	(1,2) & (1,3)
Risk Taking Behaviour	45.74	7.872	41.73	8.517	41.66	7.335	9.486**	(1,2) & (1,3)

*** - Significant at 0.01 level*

It is evident from the above table that there is a significant difference among first born, middle born and last born prospective teachers in their social maturity and risk taking behaviour. It is observed that the first born prospective teachers are found to be higher than the last born and second born prospective teachers in their social maturity and risk taking behaviour. Hence, the formulated hypothesis “There is no significant difference among first born, middle born and last born prospective teachers in their social maturity and risk taking behaviour.” is rejected.

H₀₅: There is no significant difference among prospective teachers studying in government, government aided and self-finance in their social maturity and risk taking behaviour.

Table – 5 showing the significant difference among government, government aided and self-financing school students in their Social Maturity and Risk Taking Behaviour

Variables	Type of Management						F-value	Groups differed significantly
	Government (N = 88) (1)		Govt. Aided (N = 108) (2)		Self-finance (N = 104) (3)			
	Mean	SD	Mean	SD	Mean	SD		
Social Maturity	188.34	26.483	195.54	22.857	189.26	25.827	2.513	(1,2) & (1,3)
Risk Taking Behaviour	42.93	8.433	44.08	7.998	43.15	8.179	0.565	None

It is evident from the above table that there is no significant difference among prospective teachers studying in government, government aided and self-finance in their social maturity and risk taking behaviour. Hence, the formulated hypothesis “There is no significant difference among prospective teachers studying in government, government aided and self-finance in their social maturity and risk taking behaviour.” is accepted.

H₀₆: There is no significant difference among prospective teachers studying in boys’, girls’ and co-education colleges in their social maturity and risk taking behaviour.

Table – 6 showing the significant difference among boys’, girls’ and co-education school students in their Social Maturity and Risk Taking Behaviour

Variables	Nature of School						F- value	Groups differed significantly
	Boys’ (N = 90) (1)		Girls’ (N = 99) (2)		Co-Education (N = 111) (3)			
	Mean	SD	Mean	SD	Mean	SD		
Social Maturity	199.64	25.679	186.58	25.027	188.61	23.250	7.673**	(1,2) & (1,3)
Risk Taking Behaviour	44.47	7.821	42.79	8.448	43.14	8.208	1.097	None

**** - Significant at 0.01 level**

It is evident from the above table that there is a significant difference among prospective teachers studying in boys’, girls’ and co-education colleges in their social maturity and but there is no significant difference among prospective teachers studying in

boys', girls' and co-education colleges in their risk taking behaviour. It is observed that the prospective teachers studying in boys' colleges are found to be higher than the girls' and co-education colleges in their social maturity. Hence, the formulated hypothesis "There is no significant difference among prospective teachers studying in boys', girls' and co-education colleges in their social maturity." is rejected but it is accepted for risk taking behaviour.

H₀₇: There is no significant relationship between social maturity and risk taking behaviour of the prospective teachers.

Table – 7 showing the Pearson's product moment correlation coefficient between Social Maturity and Risk Taking Behaviour

Variables	N	' γ '
Social Maturity & Risk Taking Behaviour	300	0.735**

*** - Significant at 0.01 level*

It is evident from the above table that there is a significant and positive correlation between social maturity and risk taking behaviour of the prospective teachers.

Findings and Discussion

From the present study, it is found that there is a significant difference between prospective male and female teachers in their social maturity and risk taking behaviour. The male prospective teachers are higher than the female prospective teachers in their social maturity and risk taking behaviour. This may be due to the fact that the Indian society is a male dominant one in which males are given more opportunity to blend with other people in the society. As they blend, they are frequently exposed to the problems of the society; obviously they make many attempts to solve them and at last these challenging tasks shape them to behave like a socially matured person. There is a significant difference between prospective male and female teachers in their social maturity. This finding confirms the findings of Manju (2016), Lalkumar (2016), Choudhary & Madhuri (2014), Kumar (2014), Pan (2014), Singh, Pant & Valentina (2013), Singh & Sharma (2011) and contradicts the findings of Goyal (2015), Gupta (2014), Puar & Thukral (2012), and Lawrence & Jesudoss (2011). There is a significant difference between prospective male and female teachers in their risk taking behaviour.

This finding supports the findings of Reniers, et al (2016), Uzaina & Srivastava (2016), Pandian & Ramachandran (2011), Htay, et al (2010).

The urban prospective teachers are found to be higher than the rural prospective teachers in their social maturity. This may be due to the fact that the urban community is a mixture of people belonging to various caste, creed, languages, areas and so on, whereas people in most of the rural areas are closely related and they do not mingle with people belonging to other caste, creed, language etc. For example, in rural areas there is segregation based on caste and people belonging to higher castes do not mingle with those from lower caste and they have separate streets. This finding affirms the findings of Lalkumar (2016), Kumar (2015), Goyal (2015), Choudhary & Madhuri (2014) and contravenes the findings of Kumar (2014), Nagra & Kaur (2013), Puar & Thukral (2012), Puar (2012), and Lawrence & Jesudoss (2011).

There is no significant difference between rural and urban prospective teachers in their risk taking behaviour. This finding corroborates the findings of Hamid & Nawi (2013) and Nagra & Kaur (2013).

The prospective teachers from joint family are found to be higher than the prospective teachers from nuclear family in their social maturity and risk taking behaviour. This may be due to the fact that in a joint family, each and everyone have different characteristics and for the purpose of unity among the family, the members have to adjust well and be patient and polite with all the members of the family. Also, due to the large number of people in the family, the need is more. Therefore, they have to take risks. Even if they take risk, they have others to back them and bear the burden. But in a nuclear family, there is no such need for adjustment or patience. Also, they are afraid of taking risks because they do not have anybody else to support them. This finding opposes the finding of Kumar (2014), Ahamed & Ghosh (2012) who found that the college students do not differ significantly in social maturity on the basis of family type.

The first born prospective teachers are found to be higher than the last born and second born prospective teachers in their social maturity and risk taking behaviour. This may be due to the fact that first born children naturally possess the maturity and responsibility of taking care of their younger siblings. Moreover, their parents train them in social activities such as going to shops, paying bills, enquiring details etc., at an early stage itself. This finding opposes the finding of Kumar (2014).

There is no significant difference among prospective teachers studying in government, government aided and self-finance in their social maturity and risk taking behaviour.

The prospective teachers studying in boys' colleges are found to be higher than the girls' and co-education colleges in their social maturity. This may be due to the fact that there is no limitation to those studying in boys' colleges in terms of behaviour or speech. It is easy for them to mingle with each other and therefore they have higher social maturity. This finding substantiates the finding of Manju (2016) and Goyal (2015).

There is no significant difference among prospective teachers studying in boys', girls' and co-education colleges in their risk taking behaviour.

There is a significant and positive correlation between social maturity and risk taking behaviour of the prospective teachers. This may be due to the fact that socially mature people possess higher awareness about the society and therefore they know when and where to take risks.

Educational Implications

The present study has clearly shown that there is significant and positive correlation between social maturity and risk taking behaviour of the prospective teachers. Teachers are the sculptors who create the students that are the pillars of the nation. They are cultivating the young minds by their feelings, words, and deeds. They are a major influence in the students' life, so the teachers must be socially mature and they should be ready to take risks in terms of dealing with the today's generation. Without taking risks one cannot go from one level of life to another. If a mother doesn't take risk, the child is not born. If the father doesn't take risk, the family will not develop further. Similarly, if the child does not take risk, it will not succeed in life. So, risk-taking behaviour should be developed while they are in schools/colleges. Therefore, the teacher education programmes should be designed so that prospective teachers shall improve their knowledge of the society so that they can take predicted risks and succeed in life.

Many researches indicate that social maturity can be improved when a prospective teacher exhibits social responsibility and desirable social skills in the classroom. The present study found that the male prospective teachers have high social maturity than their counterparts. In our Society, both of them are having equal share of status and there is no bias between them. Female prospective teachers should be provided more opportunities to improve their social maturity in their college/workplaces/home.

Similarly, prospective teachers from rural areas and nuclear family, second and last born should be given importance to develop their social maturity.

In terms of risk taking behaviour, female, rural, second and last born, nuclear family prospective teachers have lower rates. This may be improved by providing motivation, training, inspirational speeches and quotes, problem solving, self-confidence, self-esteem, attitude and good initiatives.

Recommendations

Based on the findings and discussion the investigators recommended the following and if they are implemented they will go a long way in the development of social maturity and risk taking behaviour.

1. Guidance and counseling services should be arranged for the students for improving their social maturity and risk taking behaviour.
2. Congenial atmosphere in college/workplace/home and appropriate reinforcement to the students to improve their social maturity and risk taking behaviour.
3. It is necessary to bring strict modification and updation in the curriculum by introducing content and curricular activities that directly or indirectly enhances the social maturity and risk taking behaviour of the individual.
4. The teacher educators should adopt teaching and learning strategies taking into account real life situations to create social and self-awareness among the individuals.

References

- Ahamed, N. & Ghosh, M. (2012). A study of the relationship between moral values, social maturity and life satisfaction among male and female college students. *Body Language*, 2 (3), 8-13. Retrieved from www.bljournal.us
- Ahmadi, T., Afsharinia, K. & Kakabaraei, K. (2014). The relationship between child rearing self-concept and social maturity of Kermanshah students. *Kuwait Chapter of Arabian Journal of Business and Management Review*, 4 (1), 66-75.
- Albert, D. & Steinberg, L. (2011). Peer Influences on Adolescent Risk Behavior. In M. T. Bardo, D. H. Fishbein & R. Milich (Eds.), *Inhibitory Control and Drug Abuse Prevention*. (pp. 211-226). NY: Springer. doi: 10.1007/978-1-4419-1268-8_11.

- Anand, A. K., Kunwar, N. & Kumar, A. (2014). Impact of different factors on social maturity of adolescents of coed-school. *International Research Journal of Social Sciences*, 3 (10), 35-37. Retrieved from www.isca.in
- Arora, S. & Bala, A. (2016). Perceived Parental encouragement as related to social maturity of adolescents in Jammu, India. *International Journal of Social Sciences Arts and Humanities*, 4 (1), 30-32. Retrieved from www.crdeep.com/ijssah
- Azmawati, M.N., Hazariah, A.H.S., Shamsul, A.S., Norfazilah, A., Azimatun, N.A., & Rozita, H. (2015). Risk taking behaviour among urban and rural adolescents in two selected districts in Malaysia. *South African Family Practice* , 57(3),160–165. doi: 10.1080/20786190.2014.977048
- Bhandari, R. & Singh, K. (2015). Study of social maturity among adolescents in relation to parenting styles. *International Journal of Informative & Futuristic Research*, 2 (11), 4230-4234. Retrieved from www.ijifr.com
- Choudhary, P. & Madhuri (2014). Social maturity of adolescents in relation to their gender and locality: A comparative analysis. *Scholarly Research Journal for Humanity Science and English Language*, 1 (6), 928-933. Retrieved from www.srjis.com
- Divya, M. S. & Nair, T. S. (2012). Social maturity as a correlate of leadership quality among higher secondary students in Thrissur district. *M.Ed. Dissertation Abstracts*, Vol.II (2006-2014), pp.119-121. Published by N.S.S.Training College, Ottapalam.
- Ganaie, S. A., et al (2015). Social maturity and problem behaviour in children with autism spectrum disorders and intellectual disabilities. *Journal of Neuropsychiatry*, 1 (1-3), 1-8. Retrieved from <http://www.imedpub.com>
- Goyal, P. (2015). Social maturity among adolescents. *International Multidisciplinary e-Journal*, 4 (9), 89-95. Retrieved from www.shreeprakashan.com
- Gupta, R. P. (2014). Study of social maturity among male and female M.Ed. students. *Abhinav National Monthly Refereed Journal of Research in Arts & Education*, 3 (3), 1-8. Retrieved from www.abhinavjournal.com
- Hamid S.H.B.A., & Nawi, A.M. (2013). Family characteristics associate with risk taking behaviour among urban and rural adolescents in two districts in Selangor: A comparative study. *Procedia - Social and Behavioral Sciences*, 91, 581-587. doi: 10.1016/j.sbspro.2013.08.457

- Hasnain, N. & Adlakha, P. (2012). Self-esteem, social maturity and well-being among adolescents with and without siblings. *IOSR Journal of Humanities and Social Science*, 1 (5), 5-11. Retrieved from www.iosrjournals.org
- Hjelm, E., Asamoah, B.O. & Agardh, A. (2014). How loneliness affects sexual risk-taking behaviour: A cross-sectional study using data from a survey on young people in Skåne, Sweden. *A dissertation of Master's Programme in Public Health* submitted to Lund University.
- Htay, S.S., Oo, M., Yoshida, Y., Rashid, H., & Sakamoto, J. (2010). Risk behaviours and associated factors among medical students and community youths in Myanmar. *Nagoya J. Med. Sci.* 72, 71-81.
- Khanna, S. (2011). Emotional intelligence in relation to social maturity of adolescent children of working and non-working mothers. *Golden Research Thoughts*, 1 (2), 1-4.
- Kostanski, M. & Wishart, M. (2003). Self-esteem, depression and risk-taking behaviour in adolescent girls. Paper presented at NZARE AARE, Auckland, New Zealand. Retrieved from <http://www.aare.edu.au>
- Kumar, D. & Ritu (2013). Social maturity of senior secondary school students in relation to their personality. *Asian Journal of Multidimensional Research*, 2 (8), 14-25. Retrieved from <http://www.tarj.in>
- Kumar, M. (2014). A study on value conflict and mental health of B.Ed., student teachers in relation to their social maturity. *Journal of Humanities and Social Sciences*, 6 (1), 14-23.
- Kumar, V. (2015). Measuring impact of residence on Social Maturity. *Asian Mirror-International Journal of Research* 2 (2), 50-52. Retrieved from www.asianmirror.in
- Lalkumar, A. C. (2016). Social maturity of high school students. *International Journal of Multidisciplinary Research and Development*, 3 (10), 142-144. Retrieved from www.allsubjectjournal.com
- Lawrence, A. S. Arul & Jesudoss, I. (2011). Relationship between social maturity and academic achievement of higher secondary school students. *International Journal of Educational Administration*, 3 (3), 243-250. Retrieved from <http://www.ripublication.com>

- Manju, N. D. (2016). Social maturity of B.Ed. student teachers. *International Journal of Innovation and Research in Educational Sciences*, 3 (1), 24-28.
- Manzini, T.T. & Kometsi, M.J. (2015). An investigation of the relationship between self-esteem and risk-taking behaviour among adolescent students studying at the University of KwaZulu-Natal, Pietermaritzburg campus. *Master of Social Science Dissertation* submitted to University of KwaZulu-Natal-Pietermaritzburg Campus.
- Mushtaq, S. & Rani, G. (2016). Effect of social maturity and self-concept on academic achievement of secondary school students of district Budgam (J&K). *International Journal of Advanced Education and Research*, 1 (8), 13-18. Retrieved from www.alleducationjournal.com
- Nagra, V. & Kaur, M. (2013). Social maturity among student teachers. *International Journal of Education and Psychological Research*, 2 (1), 10-16.
- Pan, A. (2014). Adjustment ability and social maturity among secondary school students in West Bengal. *International Journal of Teacher Educational Research*, 3 (12), 13- 20. Retrieved from www.ijter.com
- Pandian, U. & Ramachandran, R. (2011). Study of risk taking behaviour of secondary school students in Pondicherry region. *International Journal of Current Research*, 3 (6), 287-290. Retrieved from <http://www.journalcra.com>
- Paur, S. S. (2012). A study of locale-wise differences in certain cognitive and non-cognitive variables. *i-manager's Journal on Educational Psychology*, 6 (1), 29-33.
- Peer, A. A.& Sharma, G.R. (2015). Risk taking behaviour of adolescent students - A comparative study. *Online International Interdisciplinary Research Journal*, 5 (5), 390-396. Retrieved from www.oijrj.org
- Ponton, L.E. (1997). The romance of risk: Why teenagers do the things they do. Retrieved from <http://www.vicscouts.com.au/venturers/adolescent-risk-taking/199>
- Puar, S. S. & Thukral, P. (2012). Role of social maturity in academic achievement of high school students. *International Journal of Educational and Psychological Research*, 1 (1), 6-11.
- Punia, A. (2015). Social maturity level among college going girls- comparative study. *International Journal of Science and Research*, 5 (9), 1226-1227. Retrieved from www.ijsr.net
- Ratheesh. P.V. & Sajan, K.S. (2012). A comparative study of social attitude and social maturity between members and non members of national service scheme among

- higher secondary students in Palakkad district. *M.Ed. Dissertation Abstracts*, Vol. II (2006-2014), pp.145-149. Published by N.S.S.Training College, Ottapalam.
- Reniers, R., Murphy, L. , Lin, A., Bartolomé, S.P. & Wood, S.J. (2016). Risk perception and risk-taking behaviour during adolescence: The influence of personality and gender. *PLoS One*, 11 (4), 1-14. doi:10.1371/journal.pone.0153842
- Sadeghi, H. S. & Niknam, M. (2015). The relationship between coping skills with social maturity and adjustment of female first graders in high school: a case study in Iran. *Asian Social Science*, 11 (25), 144-150. Retrieved from www.ccsenet.org/ass
- Saxena, N. & Puri, P. (2013). Relationship between risk taking behaviour, personality and sensation seeking tendencies among N.C.C cadets. *IOSR Journal of Humanities and Social Science*, 18 (3), 1-6. Retrieved from www.iosrjournals.org
- Shah, J. K. & Sharma, B. (2012). A study on social maturity, school adjustment and academic achievement among residential school girls. *Journal of Education and Practice*, 3 (7), 69-81. Retrieved from www.iiste.org
- Singh, G. & Singh, D. (2015). Study of social maturity among players and non-players of Chandigarh schools. *International Journal of Science Technology & Engineering*, 2 (4), 153-158. Retrieved from www.ijste.org
- Singh, M. & Sharma, P. (2011). Comparative study of risk taking behavior between male and female students of DSVV. A project work submitted to Department of Clinical Psychology, DSVV, Gayatrikunj, Shantikunj Haridwar (U.K.) Retrieved from <https://www.scribd.com/document/74006263>
- Singh, R., Pant, K. & Valentina, L. (2013). Gender on social and emotional maturity of senior school adolescents: A case study of Pantnagar. *Stud Home Com Sci*, 7 (1), 1-6.
- Uzaina & Srivastava, A. (2016). A study on risk taking behaviour among adolescents and their attachment with parents and peers. *The International Journal of Indian Psychology*, 3 (4), 59. Retrieved from <http://www.ijip.in>